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EXTENSION METHODS IDEAS FOR RURAL CIVIL DEFENSE.
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TECHNIQUES FOR INVOLVING THE RURAL POPULATION IN CIVIL DEFENSE PLANNING IS THE SUBJECT OF THIS DOCUMENT. AN INITIAL STEP INVOLVES DETERMINING THE VARIOUS COMMUNICATION SKILLS TO BE USED. METHODS OF WORKING WITH COMMUNITY ORGANIZATIONS, MASS MEDIA TECHNIQUES, AND CONSTRUCTION OF EXHIBITS ARE DESCRIBED. SMALL GROUP DISCUSSION TECHNIQUES EXPLAINED INCLUDE--(1) BUSY GROUPS, (2) LISTENING TEAMS, (3) DIALOGUES, AND (4) ROLE PLAYING. A SECTION IS ALSO INCLUDED ON THE TRAINING AND HELPING OF LOCAL LEADERS. DISCUSSION CENTERS ON THE USE OF SUCCESS STORIES OF OTHER COMMUNITIES AND PUBLICATIONS SENT DIRECTLY THROUGH THE MAILS. A FINAL STEP EMPHASIZED CONCERNS EVALUATION OF PROGRAMS WHICH HAVE BEEN ESTABLISHED. (JS)

Extension
METHODS IDEAS
for Rural Civil Defense

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FEDERAL EXTENSION SERVICE, U.S. DEPARTMENT OF AGRICULTURE,
IN COOPERATION WITH THE OFFICE OF CIVIL DEFENSE, DEPARTMENT OF DEFENSE.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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How We Help People Decide and Act

In any educational work, you have to start with the people concerned and their interests. You need to help them get the facts, consider the alternatives, and make their own plans. You know this is a job for groups and leaders, as well as individual families, because local people help each other make decisions.

CONVINCE YOURSELF FIRST

Before you take on the intensified task of leading rural emergency preparedness education, you must first convince yourself. We live in the nuclear age. Attack is possible. Fallout would be the big problem in rural areas. Rural people can and must survive. Continued food production would be vital. Preparedness is also good for other emergencies; it is one more factor rural people need to consider in their farm, home, and business planning.

WHERE THE PEOPLE ARE

Preparedness will come only after people understand the dangers and what they can do about them. You know that you and others who help bring about this understanding have to start where the people are.

How do the people out in the homes and communities feel? Are they disinterested, uninformed or frightened? It makes a big difference in where you start; the facts, approaches, and appeals you use. The attitude of the opinion leaders, local officials, your civil defense director, and others who help lead and legitimize local programs will be doubly important.

THEIR PAST EXPERIENCES

We know that people learn by adding to their past experiences. They know about storms and floods and other emergencies. They have to depend on the experiences of others far away and on factual reasoning when they try to face up to the possibilities of nuclear attack and fallout.

Department of Defense (Office of Civil Defense) and other surveys show that most people recognize the possibility of another war, and that it would involve nuclear bombs. At the same time the effect on their community either seems remote or unreal, or too horrible to contemplate. This inability to visualize the unfamiliar has led to fear and escapist rationalizations. The rapid changes in types and delivery speed of weapons, and thus in preparedness needs, has led to further confusion.

If this is the situation in your county, further emotional or fear appeals or hard to fathom explanations might intensify the confusion and fail to persuade people to make preparedness plans. You and other leaders need to look for the reassuring facts, simplify and localize the points the people need to understand and the practical things they can do.

WHAT SHOULD THEY DO?

This is something each group and each family has to decide for itself. As you try to help them you need to call on your diffusion process experience. Are they at the awareness, interest, study and trial, or understand-and-action stage?

For the uninformed and disinterested you have to start at the beginning. You have a number of press, radio, exhibit, leaders, and other channels that have been effective in creating interest. You distribute factual bulletins, hold planning meetings, and use other follow-

through channels that help move people to action. You need to use them all, each is needed for the jobs it does best.

WHY SHOULD THEY ACT?

There are many reasons, but each will have meaning only as it fits the situation and reasoning of the group to which it is aimed. We are all interested in family and personal safety, though we continue to take many chances. The value of insurance and other plans to lessen risk is something many people understand. To most parents, their children's future is most important.

Good citizenship, soldiers on the homefront, good business planning and community pride are other appeals for preparedness. Seldom does a community move as a whole unit until it becomes the thing to do.

WHAT ARE YOU SELLING?

You have to remember what you are selling: preparedness plans rather than expensive shelters, facts not agencies, decisionmaking help instead of directions, reassurance instead of danger, what people can do—not courses in atomic energy.

Much educational work has already been done, and many communities are well along with civil defense plans. With this start as a basis, we can help rural people decide what they need to do and why.

Audiences You Need To Reach

Advance preparedness for emergencies including possible nuclear attack involves everybody in your community. It involves each differently. You and they are interested in what the danger is from their standpoint and what practical things they need to think about doing. They already have farm, home and business plans and whatever they do about emergencies will be a part of those plans.

You know the farm, rural nonfarm, small town, women, men, youth, cattlemen, poultrymen, and other groups in your county. You know that each group has different preparedness interests, needs, and practical possibilities.

PINPOINT YOUR MESSAGES

So you have many audiences, and many agencies, organizations, business leaders and other channels for reaching each. You have a few channels that will reach them all generally, but the needed what-to-do understanding, change in attitude and practical action is going to come from pinpointing your messages to each specific audience.

Farm Families—Farm families have a big stake in preparedness to insure safety for themselves and their livestock. They must be able to continue vital food production in an emergency. Being close to the livestock and keeping them protected will be important. You are working with farm families, with some more

than others. You need to reach them all: *small farmers, large farmers, farm wives, dairymen, poultrymen, range operators* and other groups.

Rural Nonfarm—Most counties have more rural nonfarm people than farmers. These people don't depend on farming, but work in town or elsewhere. Some are retired and live in the country. You probably are not working as closely with them as with farmers. Yet, they will also be on their own in an emergency.

They have a big stake in family survival preparedness. In localizing and preparing materials and plans, you will need to think more specifically about facts, approaches and channels to reach these rural nonfarm families. Know where they work, how they feel, the organizations they belong to.

Small Towns—You may have many town people in your county. If they do not have community shelters they will need to make their own individual family survival plans. Extension agents have educational leadership responsibilities with people in towns of up to 10,000 population. This includes families with whom you may not now be working intimately. But, you know them, live among them, go to church, clubs and other meetings with many of them. You have civil defense, mass media, business and other groups and organizations that can help you reach them. Here too you have many different audiences—home owners, hired workers, businessmen, school children, homemakers, church groups, clubs. They, and the leaders who help you reach them, need simple what-and-why facts and interest-creating materials, aimed at them.

Women's Groups—a very special audience. They are most interested in family protection, and can be helpful if you get them interested, informed and discussing practical needs and possibilities.

Youth Groups—4-H Clubs and other youth groups have done much to introduce purebred livestock, safety and other good practices into many communities. They form a large audience. They can do much to help make survival preparedness plans in their own and other homes and farms.

Preparedness for their children's future may be one of your best approaches to adults. If the young people help you make this approach, you will first need to aid them with materials and plans.

The Community Way

Sit back and look at your county. How many separate well-defined communities do you see? How do they feel about rural preparedness? In what ways are they alike? How do they differ? What do they know about defense plans already underway?

No matter how well organized your programs are on a county basis, or how many good organizations are working on rural defense throughout the county, you may still need to do some thinking and planning in terms of separate communities or areas of the county.

You need to do that in terms of both the civil defense organization in the area and the organizations already working on extension programs. One thing we must do in planning for any emergency that would be as chaotic as a nuclear attack is be sure that we plan in terms of all the groups working together. Planning for individual and community shelter in case of attack is basic. But, also essential is the total community and county warning system that sends people to shelter, the monitoring programs that provide the information needed to leave shelter, and the total civil defense command system.

Civil defense is communitywide. It's not like a dairy or agronomy project that involves only a segment of the population. The degree of existing civil defense organization may call for somewhat different approaches in different communities.

There may be only one or two communities or sections of the county that cannot be reached on a countywide basis because of geographic isolation, some great socioeconomic difference, relation to an adjoining county, or some other reason.

Start by tying together groups and leadership in the community. Call a meeting of representative leaders and work through them as a spokesman group. Do not organize them any more than is necessary to get the job done well, and be sure that any organizing you do fits in with the total local civil defense plans. Such a group can do much to spread the word of rural defense. Plan with them a training and action program for assisting in seeing the job is done in their community.

Do your part in helping carry out the plans made. Channel information and work through this leadership group; be careful not to bypass it too much. Evaluate results, pointing up accomplishments to the group as you go along. This will motivate further interest and action. Publicize progress and give recognition.

Organizations Can Help

For most people, taking action for emergency preparedness necessitates a change in attitude. Organizations can help change people's attitudes.

Much of the success of extension programs in your county may have been due to the way you worked with the organizations and leadership groups in the county and the support you get from them. These groups have a big stake in the rural preparedness educational leadership job you have undertaken.

TYPES OF ORGANIZATIONS

You have many organizations in the county: farm, civic, business, co-op, church, school, women's clubs, youth, professional, patriotic, fraternal, and other groups. These organizations can put the power of their groups behind ideas. They can help identify things to do as a group to help motivate their members and others.

Organizations vary from large formal ones, that have elective officers, written constitutions, by-laws, and membership requirements, to small informal groups. It is almost true to say that everyone belongs to some organization.

It pays to remember the distinctive features of formal organizations: (1) a definable membership, (2) group consciousness, (3) a sense of shared purpose, (4) need of each other's help to accomplish its purpose, (5) influence on and reaction to each other, and (6) ability to act in unison.

WHAT ORGANIZATIONS CAN DO

Organization leaders can inform, motivate, train and stimulate action. They can do it through speeches, discussion panels and study

groups. They can promote word-of-mouth campaigns, telephone committees, visits to home shelters and person-to-persor information programs. They can sponsor radio-television programs, help arrange displays, distribute information leaflets, and help their members develop farm and home preparedness plans. They can report success stories that will have influence far beyond the community through their State and national offices and public media.

SMALL GROUPS IMPORTANT

Small groups are usually more rewarding and important in the lives of most people than are the large formal organizations. The informal group provides a small, manageable unit through which an individual can make an impression upon the larger society. It is especially important for a successful civil defense information program to reach these small groups. Face-to-face informal (friendship, kinship, work) relationships play such an important role in molding and controlling opinion. People introduce each other to interests and activities as a result of their interpersonal relations, and their influence extends far into the community. Such small groups are often subgroups of larger organizations and can be reached through the larger organizations to which they belong.

ORGANIZATION GOALS

To enlist people's interest and participation, whether in large or small, formal or informal groups, it is well to remember that groups arise through the coming together of "like-minded" individuals. People belong to different groups for different purposes. A "good group" sets its own goals and chooses activities in line with them. Members have confidence in the capacity of their group to work out the basic problems that confront them. The group's purposes are well understood by the members, who feel loyal to them and expect meetings to have a bearing on them.

INVOLVING ORGANIZATIONS

A successful information program will require (1) effective support from the community "power structure" (elected officials, civil defense director, heads of agencies), (2) publicity and support from all types of mass media, and (3) well planned, interesting and convincing organization programs. With a good start on these assets, it is not difficult to involve community organizations.

In some towns, it may be feasible to arrange for a communitywide planning committee, composed of representatives from all relevant groups. This has several advantages: (1) the act of sending a group representative to an all-community planning or training meeting gives members a helpful feeling of participation, (2) representatives' interaction can establish good community "climate" for further defense information and action, (3) it opens doors and involves organizations which might not respond to separate invitations, (4) it makes best use of staff capabilities by enabling them to reach more people in less time, and (5) by including the local civil defense director or staff member the activity is sure to be tied into the overall civil defense approach.

Sometimes, it is necessary to work with groups separately. Then each president and program chairman needs to be contacted, preferably in person, and informed about the importance of preparedness and what their group can do. Aim to get such information in the regular meetings of organizations, which should lead to a followup action by the group.

Organizations can plan meetings and study sessions that involve the whole membership, or just the informal leaders, policymakers, and others who have influence in the organization. Many organizations have, or will set up, a special civil defense committee to coordinate with the local civil defense program. If an organization has no civil defense chairman, it will be helpful if the president appoints a liaison person to work with your office and the local civil defense director.

Discussion Changes Attitudes

As you study the situation in your county, you may see a need for changing the attitudes of a lot of people. How can this be done?

Individual attitudes are based on the "facts" a person has about the world. The facts he gets from his family, friends, peers, groups, and the mass media consist largely of attitudes of other people. These are expressed by their everyday reactions, decisions, judgments, opinions and behavior. The attitudes expressed through all media in a person's social environment provide the primary "facts" for his attitude development. Some people's attitudes are so different from the real world that we call them prejudices or delusions.

People's minds, however, do not passively absorb all the prevalent attitudes that are available to them. A person needs to be accepted by others. Receiving their respect and reassurance is closely related to developing and maintaining attitudes they approve.

People who have common attitudes about things they consider important are able to communicate easily with each other. Group discussions are the best way to help people change attitudes, including their attitudes about rural defense.

DISCUSSION FURTHERS ACTION

Experimental studies show that the lecture method is just as effective as discussion for acquiring information. Some learning results in remembering facts, and some in changes of attitude and behavior. Group discussions have a definite problem-solving aspect and can be encouraged to help people understand and act on their own needs.

Most group discussions concern participation in neighborhood or community action, and do not often involve personal or family needs. Some rural civil defense problems, such as warning of attack, monitoring and reporting of radiation levels if fallout comes, do involve community responsibilities. But the first priority in defense preparedness is that individuals and families be prepared. The instinct for self-preservation can function only if people understand the dangers and know how to protect themselves. Discussion groups can: (1) make people aware of the nature of nuclear threats and how to protect themselves, (2) show them how to plan for family and farm protection, and (3) create individual, family, group and community sanction and support which will motivate all to take effective action.

The more that people participate in action toward a goal, the more involved they become. Start discussions with questions about the preparedness problems people are already concerned with. Discussion will widen, deepen and enrich their interests later.

PEOPLE NEED FACTS

People needs facts to make intelligent decisions. They need enthusiastic, knowledgeable leaders, and they need opportunities for effective

group participation. You get discussion groups moving toward action as you help them obtain facts, leaders and discussion opportunities.

Civil defense is not a problem that originated at the grass roots. Most people are not aware that it is of serious concern to them personally. Discussion will:

1. Supply information about the nature of possible nuclear attack and fallout hazards.
2. Develop new understandings of the danger from radiation and how to protect against it.
3. Change some attitudes and beliefs (rout ignorance, indifference, despair).
4. Stimulate patriotic appreciation and values (saving lives, preventing needless suffering, strengthening America's defense, deterring enemies, protecting posterity).
5. Persuade people to develop emergency planning activities in each home and on each farm.

Before people can or will act, they must have facts. Use all available leaders and other resource people as well as publications to help you get these facts to discussion groups.

Meetings That Click

To communicate with any group, you must start "where the people are" and present ideas they can and will accept. Words and ideas must be easily and clearly understood. Some defense preparedness subjects are technical, and it is a common failing for "experts" to present ideas for which a group does not have adequate background. The program planners must be careful neither to overestimate nor underestimate how much people know about defense measures.

Also, the group must see the subjects dealt with in relation to situations outside the meeting (e.g. reality of nuclear hazards and emergency preparedness needed for either natural or manmade disasters). The meeting must open possible channels to each member through which he can take action on the aims of the meeting as he helped to develop, and has accepted, them. During the meeting, each member must have or develop, a strong feeling that something should happen in defense action to change the status quo.

The changes the meeting is intended to cause in his attitudes, knowledge or actions must tie into his own aspirations for improvement If he is to feel and behave differently after the meeting is over, he must be helped to face and think about the obstacles that must be overcome. If you sell new ideas or attitudes during a meeting without helping people face the difficulties of living with (and acting on) the new ideas or attitudes afterward, any changes in these people are likely to be short-lived.

In a group meeting, the behavior of each person affects and is affected by the behavior of others. The power of a group depends upon the extent to which the interaction is helpful. If meetings do not come up to expectations, some members may have negative reactions and their negative reactions can spread to others.

What aspects of rural defense fit the group's goals? These should be the basis of your program. Assess what the members need and want to get from each meeting. By understanding and fulfilling their expectations you may open doors for future programs.

Remember the RIGHT PROGRAM to the RIGHT GROUP, with the RIGHT KIND OF MEMBER PARTICIPATION, can work wonders in getting people to accept and act toward effective rural defense.

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LET THE METHOD FIT THE GROUP

The physical setting of a meeting helps determine the types of possible participation. Methods which work well for a small meeting in a member's living room might be less effective at a luncheon meeting, and impossible with a big audience. Let the group situation determine your method.

Small groups often do not have a speaker, but develop their own program. One member might visit a home shelter, then describe it to the group. Or he might interview the civil defense director or county agent about local civil defense needs, or attend a large organization's civil defense program, and report to the group for discussion. Members might read a selected defense pamphlet, either before coming to the meeting or aloud during the meeting, then discuss it and decide what they think they should do. The personal civil defense planning of one of the members might be considered in a "working" meeting. This is especially useful if the member actually starts writing his plan.

Methods for large meetings (as in a lecture hall) will depend on factors of time, space and the organization's customs. Some groups have developed participation procedures which have become common practice with them. Your methods need to be adjusted to fit the group's customs. Consult the organization's program chairman in advance to approve the method to be used.

Some Discussion Techniques

Sometimes rural defense speakers develop a "set" speech, which may or may not fit audience needs. Any straight lecture method has all the pitfalls of one-way communication. People listening often extract the points with which they agree, and reject the others. Once outside, they may forget all about it. Sometimes people don't even listen. It takes courage for people to listen to ideas that are different from the ones they already hold, so they turn off their ears.

In the usual lecture meeting, one person presents a speech followed by a question and answer period. This may be unsuccessful if (1) people cannot think of any questions, (2) they ask questions that have already been answered, or (3) a question is raised only because the asker wants to air his own viewpoint.

Speeches can be made creative by bringing the audience into true participation. Question and answer periods should be an intregal part of the meeting. The audience needs to know in advance what is going to happen and what will be expected of them.

QUESTIONS

To get good questions, the buzz group method is sometimes used. People are divided into groups, then each group decides on a question to be asked the speaker. Questions may be oral or written. Sometimes groups are set up before the meeting starts or the chairman may name an "audience representation panel" to ask questions.

Some speakers are able to establish rapport with an audience and encourage people to break in with questions. The entire session could be based on questions and answers. Before the speaker starts, he might explain that he wants to discuss points they are interested in, and suggest some provocative questions they might want to ask. Then he could ask for a show of hands on whether they want questions and answers or if they prefer a "set speech."

LISTENING METHODS

Another technique provides "listening teams." At the beginning of the meeting the audience may be divided into several groups, each assigned to a specific aspect of the subject, to listen and ask questions about that aspect. This makes for good listening. It is more effective if each team has an opportunity to discuss its topic, then ask questions on which there is group consensus. With the latter method, the team group discussion and subsequent question and answer period should be allotted about as much time as the speech itself.

In another method, the chairman briefs members on what the speaker's subject will be and what they might listen for at the beginning of a meeting to stimulate questions and discussion later.

DIALOGUES AND PANELS

In a two-person dialogue, the speaker and the group's chairman or civil defense leader converse about civil defense needs and plans as they relate to the group. This is especially good when the speaker is an outside civil defense specialist who might not know the members' level of civil defense interest and knowledge; it also strengthens a group's support by involving its leaders. A panel interview on stage is another effective use of resource people and leads to group commitment.

A panel discussion can be very successful if all on the panel are well supplied with facts. In this method the people on the panel interact and the discussion is guided by a moderator. A symposium in which there are several speakers on different aspects of a subject is another way to get discussion going.

ROLE PLAYING

Role playing is the presentation of an informal skit where group members set up a fictional civil defense situation. Then they step into the role and act out the situation. This might be used to point up problems of housewives and home preparedness, farmers and farm preparedness, the work of a club civil defense committee, or other situations.

Too much advance coaching or rehearsing is likely to deaden the performance. The role players might meet once to figure out the core of the problem and what points they should try to put across. They then decide which characters will best dramatize the issue, assign the parts, try a quick test-run to get the feel of it, and let it go at that. The audience will like spontaneity and the players' imaginations will work better if given a free rein.

Well handled role playing is especially useful in helping people change attitudes. It is a way to explore the emotions of others; by semi-experiencing a situation the actors are able to perceive and feel it more completely, and so do the people who watch. A situation may be played twice, with people changing roles, so both players and audience can experience the differences in reactions.

Role playing should never go on for a long time and it should be followed by a group discussion of how people felt and acted and what the issues really are. It should never be used in controversial issues when feelings might be hurt.

ABOVE ALL, PARTICIPATION

Whatever the size of the group, the type or place of the meeting, every civil defense program should involve some kind of member participation. When facts, proposals or ideas are just handed out, people's minds are barely stirred from their natural inertia. But people will learn in a way that sticks when they themselves have to consider the solution of a problem that concerns them personally. If the problem is put to them, they will figure out what to do about it—and are more likely to act because they participated in the decision.

Training and Helping Local Leaders

Your biggest job in the intensified rural preparedness educational effort is involving, training and helping local leaders bring about the needed understanding, attitude changes and action. No doubt your best programs in earlier experiences have been ones where you've helped leaders bring about local action.

Rural preparedness involves many people, many attitudes. It calls for calm, understanding, and local action, *now*.

OLD PRINCIPLES—NEW FACTS

Your role in involving, training, and helping these leaders in rural civil defense will differ little from your previous procedure in working through leaders. But there is much new in civil defense for all to learn. The possibility of nuclear attack, fallout dangers, what radiation is, the need for shielding and other preparedness—all these are new subject matter areas to most leaders.

You will want to incorporate civil defense leader training into on-going training activities. Fortunately extension agents have close contact with educators who have already trained many leaders in adult civil defense, medical self-help and first aid. Some of these persons now serve as leaders in 4-H, home demonstration, agriculture and community development work. Others may only need asking. Many are classroom teachers who have the essential qualifications to do a training job. Some may need further training in extension leader methods and procedures. All need the latest facts.

THE LEADER'S ROLE

Leadership includes many factors—group action and organization, learning, responsibility, and a measure of authority, among many others. Adults can be interested or motivated to learn, but not forced. They must feel a need to learn. The first job is to get them interested. Generally, the leader is expected to help individuals operate as a group and to help the group determine its purpose and objectives, define its goals, plan and guide its program, and evaluate the results.

To develop and improve leadership for civil defense education, leaders must help develop the program and share the responsibility for continued learning. Thus, they must keep close relationships with members of their groups and maintain a clear concept of the situation.

SOME BASIC STEPS

Leadership training involves three basic steps. The first is personal—the individual realizes and considers his own needs for change in attitude, knowledge and skills, and learns to handle problems objectively. Second, he puts this new knowledge into practice. This implies that in civil defense education the leader is the first to become interested and motivated, then makes a plan of action to provide survival protection against natural or nuclear disaster. Finally, at the third stage, he transfers this new knowledge to others.

To follow through these steps, the leader must feel assured that the training experience will enhance his position. He must also be assured that there will be no lessening of his allegiance to his personal values and goals, or to his association with other groups and organizations.

Generate good relationships and a feeling of freedom among participants in training. Have large groups occasionally separate into small work units. You know that leader training must

be related to the needs and interests of the specific group. Any attempt to impose change from the top is likely to develop resistance from the group.

Following training, leaders must have opportunity to put their new knowledge and skills to good use. You may need to create situations where trained leaders can operate. Be sure the leaders have the understanding and facts they need.

SOME LEADER RESPONSIBILITIES

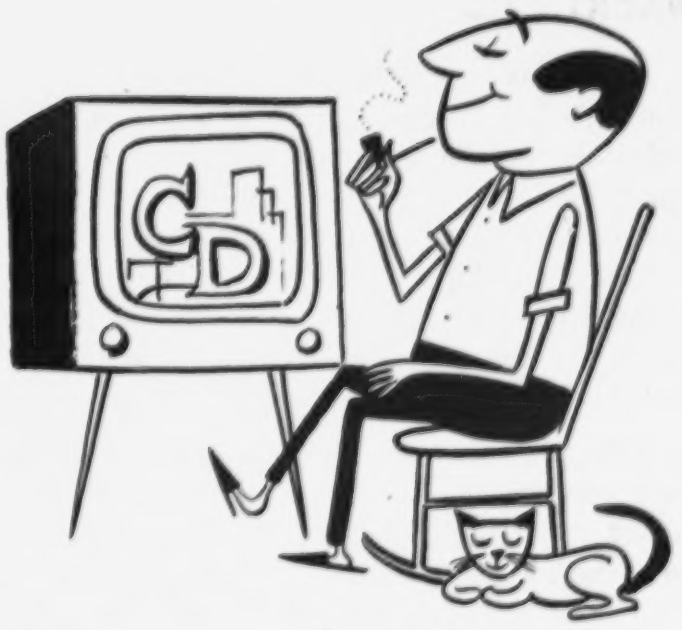
Leaders need to know and understand the members of their groups and develop good relations with them. They must know the members' needs and help plan ways to meet them. A basic need will be a feeling of belonging to the group. The leader must help develop an atmosphere of acceptance and create a climate encouraging free participation among members. This will help fulfill needs for status and security.

Another leader responsibility is to generate and stimulate thought among group members. Positive thinking will help to keep the group alive and moving, continuing to learn and act. A final goal is developing leadership in other members. This will provide the new leaders necessary to broaden and intensify the educational job.

Mass Channels You Can Use

You could quickly write a blackboard full of local press, radio, TV, house organ, newsletter, exhibit, window display and other mass audience channels that can help you do the rural preparedness information job.

They can help create awareness, develop interest, get out information quickly and repeatedly, explain what's going on, reassure people and give credit to leaders and other cooperating groups. They can support your personal contacts, group meetings and other methods, and make them all more effective with less cost and less strain on you and your staff.



WIDEN AND DEEPEN YOUR REACH

Rural preparedness directly concerns all rural, town, and country people. It calls for a combination of methods that will reach them all. It also calls for methods that can reach them repeatedly in many ways and help them through the awareness, interest, evaluation, trial and action stages.

Our extension methods research has shown clearly that mass methods can be most effective at the early awareness and interest stages. They can do much to open doors for further personal, leader and group contact, to get people to want and ask for more information. They can help you give an air of importance and community movement to the whole rural preparedness effort. They can widen and deepen your reach.

NEWSPAPERS AND MAGAZINES

Newspapers reach practically all the people in your county, and do it regularly and often. The editor knows that people scan his paper, read, and maybe reread and keep the stories that appeal to them. He can help you decide on stories that are news. He's going to want stories that deal with rural defense in terms of its importance to local people. He will want stories that are personalized with names, places, plain-talk words, short sentences and sometimes pictures—stories that are written as news, agent columns, or feature stories.

RADIO AND TV

Radio has long been one of Extension's main channels for interesting, notifying, and giving information to large numbers of people. A major trend in radio has been the shift to shorter, more personalized programs that catch attention and develop a feeling of participation between the broadcaster and the audience. They often suggest that the listener write in for a bulletin or for more technical information.

Television lets the audience see the speaker and lets the speaker show what he is talking about. The films, slides, demonstrations, leaders, and local success stories you normally feature at meetings could probably be adapted to TV and reach far wider audiences.

It takes a lot of good, locally interesting material to keep radio and TV stations going. They can help you through their regular news programs, through repeated use of 20-second and 1-minute spots, through their regular farm and home programs, and through special programs.

VISUAL AIDS

There are hundreds of places in the county where window displays, posters, and some larger exhibits could keep reminding people of home preparedness needs and possibilities. If you can get business interests, 4–H boys and girls, and local organizations and leaders to take advantage of some of these possibilities, you will involve them further and get localized messages to the people. Don't overlook the local movie house, people who advertise and others who could easily fit preparedness in with their regular messages.

MORE SPECIALIZED WAYS

It might be hard to count up all the business, organization and other newsletters, house organs and similar communications that go regularly to special groups in the county. They all have a business and civic stake in rural preparedness, and could help develop interest and understanding with their audiences. You need to involve and get material to the people who prepare these communications.

METHODS GO TOGETHER

You need all the channels and methods you can get to reach all the people you need to reach effectively. All the methods go together, each to its best use in terms of the audience it reaches.

Make Publications Work For You

Seldom have you had more opportunity and need to use specially prepared publications than you now have in the intensified rural preparedness educational effort. You, and the people who need them, will be glad you have them if an emergency develops. But, when the emergency is here it may be too late. Preparing for it is a job people must do now. The publications you have and can order, can help them decide what to do.

PINPOINT DISTRIBUTION

You want to plan now to get to people the bulletins they need. They will welcome them if your educational methods are clicking, or another crisis develops. This calls for vigorous pinpoint distribution.

The principles of good distribution are:

1. Remind people of the bulletins often and in many ways.
2. Put the bulletins where people can get them.

Repeated offers and easy pickup are both needed. Everyone needs from one to dozens of reminders before he adopts a recommendation.

PERSONAL CONTACTS

Mention booklets during phone conversations, office calls, and farm visits. Enclose envelope stuffers promoting booklets with letters you mail. Ask local leaders to personally remind their neighbors to get copies. Recorded phone messages can also help.

SMALL GROUP CONTACTS

Meetings, tours, demonstrations, contacts with home, 4–H, farm organizations, trade and breed associations, agribusiness groups, and talks with civic and other groups—all offer opportunity for telling people about bulletins they could use.

MASS CONTACTS

Among many ways to announce bulletins are:

Newspaper articles and personal columns; newspaper ads.

Radio and TV programs and spot announcements.

State farm magazine articles and bulletin announcements.

Posters in stores, factories, banks, libraries, and elsewhere.

House organs (magazines to members) of co-ops, PCA's and so on.

Exhibits and displays at fairs, trade shows, sales, etc.

DIRECT MAIL NOTICES

Up-to-date ASC lists cover all farmers in the county and can be used to send bulletin notices. The ASC Office is also responsible for providing leadership and supporting services to USDA County Defense Boards.

County extension offices have other more specialized mailing lists, and access to lists involving other groups in the county.

LET PEOPLE ASK

If people ask for a publication, they are more likely to read it—by 2 to 1 or up to 4 to 1—than if you sent it to them unrequested. Studies and experience confirm this.

Make it easy for people to order and get the bulletins from the county extension office, civil defense headquarters, stores, co-ops, banks, milk routes, sewing centers, from local leaders, etc.

Select the best places in line with the available supply and local people's needs and convenience. Tell them where the bulletin will be in the announcements, and be sure those places are stocked.

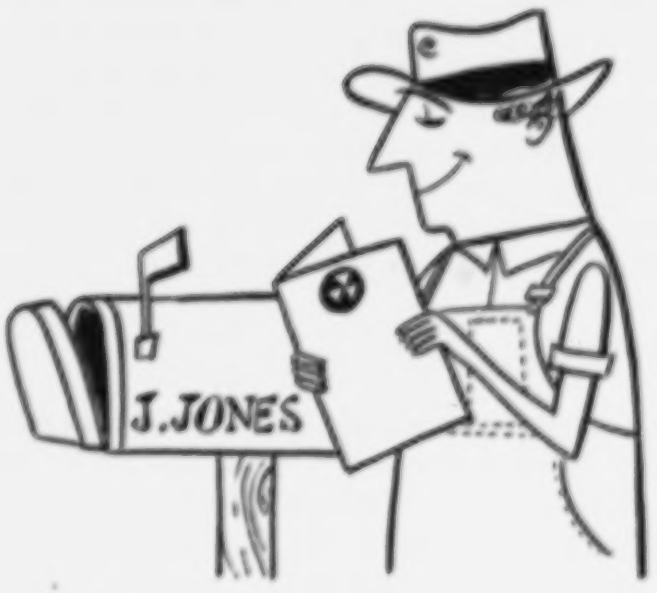
USE BULLETIN EXTENDERS

Repeated offers plus easy pick-up may create a demand greater than your supply. What then? You order more, and look for ways to extend the information in the bulletins. Here are some extenders:

- . . . Distribute publications carefully to persons known to want them.
- . . . Avoid mass mailings to everyone, especially nonrequesters.
- . . . Be sure your local leaders and other opinion leaders get copies.
- . . . Mimeograph or offset copies or excerpts.
- . . . Send bulletins to newspaper editors with the most important information circled; ask them to reprint or highlight it.

Efficient distribution is vital. Rural people need this preparedness and protection information promptly. Bulletins can help you get it to them. They can be a good followup to your other methods. You also have the leadership job of helping other agencies get the special rural preparedness bulletins they can use to advantage.

Direct Mail Can Help



You can reach the right audience—at the right time—with the right message—presented in the right form—with direct mail. Direct mail is an important member of your communications team to do the rural preparedness education job.

Success of your direct mail depends on you. You control who receives the message, when it is sent, the message's content, and how it is presented. You decide the physical form—letter, card, envelope stuffer, self-mailer, or other format. It's up to you whether you need artwork, colored paper or ink, or other visual devices to help you get your message read, understood, and acted upon.

If you make the right decisions on who, when, what, and how, your direct mail will hit the bull's-eye—the reader's mind.

When should you use direct mail? When you have a specific, clearly defined audience with common interests, and you want to be sure your message "gets through."

Direct mail can help you get your preparedness message to:

- Organization, business, and other opinion leaders.
- Home demonstration and 4-H Club leaders and members.
- Farm organizations and commodity groups.

- Teachers, clergymen, bankers, lawyers, doctors, and other professionals.
- Every group with interests you can "pinpoint."

THREE INGREDIENTS

Effective direct mail has three ingredients—*a good mailing list, a good idea, and a good approach* in presenting the idea. Like the legs on a tripod or a 3-cornered milking stool, all three are essential.

A good mailing list is a list of people—with some common interests—who want, need, or can use the information you are sending. Breaking down your mailing lists by these interests, you can write to these people in their language. You can talk about how they will benefit from this information. In writing to home demonstration members, for example, you can explain the why and how of preparing for emergencies. You can write to dairy farmers about what they need to know about protecting their herds. To organization leaders, you can talk rural preparedness in terms of their members' stake.

So a good mailing list, properly classified, helps you follow a cardinal rule for sucessful direct mail: Write your copy so the receiver will know exactly what your idea will do for him.

A good idea is one that your audience wants, needs, or can use *at the time you send it.*

Rural preparedness bulletins, fact sheets, and other sources are filled with these kinds of ideas for your audiences. You have to decide when each audience should receive which message. For example, if they are convinced of the need for preparedness plans, perhaps you can persuade them to take specific action in carrying out such plans. But you can't if they aren't ready for this information. You have to know how much your audience knows about—and has done about—preparedness. Then you can use direct mail to explain why they should take the next step—and how to do it.

Your copy should be written in the reader's language—in terms he understands, and it should talk about things that interest him—*his* family's security, *his* farm operation following an emergency, how *his* organization can help in preparedness education, *his* role in helping *his* community, State and Nation prepare for emergencies.

One good approach is to start your letter or other direct mail piece by picturing (in words) how your reader will benefit from your idea. Next promise how he can obtain this benefit. Then prove it by telling how others have gained this benefit; cite some statistics, or perhaps quote a prominent authority. Finally, push for action. Tell the reader what he should do next—fill out a preparedness plan, send for a bulletin, come to a meeting, or take other needed action.

Does your message need an illustration to catch the reader's attention or to help drive home your idea? Rural defense bulletins and other published materials have simple drawings that can be traced on mimeograph stencils. "Clip art" books, bulletins and magazines are also good sources for art ideas.

TELL HIM AGAIN

After you've combined these three ingredients—a good mailing list, idea, and approach—one more thing will help you increase the effectiveness of your direct mail. Tell your story again and again and again. You'll get more results from a planned series of mailings than from a single shot.

GET A FREE RIDE

Your audiences get mail from many sources—other government agencies, banks, business firms, farmer co-ops, gas, telephone, electric companies and co-ops, farm and civic organizations, and many other groups. If you ask, these concerns might be willing to enclose your envelope stuffer with a message on preparedness.

You also may want to look into the possibility of free space for your message in other direct mail going to your audiences. Farm organization newsletters and industry house organs are among the many possibilities.

Success Stories Motivate

Success stories have long been one of Extension's best teaching methods. We have made our name as a demonstration agency—showing people how. Nothing succeeds like success, and it takes on real meaning when local people tell and show what they did, why and how. Such stories motivate people. They do a very practical kind of teaching. They make your reports meaningful.

MANY USES

There are many ways you can use the success stories of people who made a decision and acted: in meetings, press, radio, television, newsletter reports and your personal contacts.

The story doesn't have to be a perfect, completed job to help. There are many kinds of success stories. If you are trying to get people to take the first step—making a plan—find people who have done that, then tell about it. Tell what they did, rather than preach what people ought to do.

Use the local success story approach and you've taken a big step toward making the best use of local newspapers, radio and television, to spread the stories widely.

KNOW WHAT YOU WANT

Your first problem in locating success stories is deciding the kind of story you need and what you want it to do for you. When you decide that, you know what you are looking for and the kind of questions you need to ask. Maybe you don't think you have a "nose for news" or that you are a good interviewer, but you do know what you are trying to lead people to consider and do.

NAMES AND ACTION

Many extension agents and editors carry a notebook in which they are constantly writing names, places, problems and what was done about them. Others keep a tape recorder handy and quickly get people to tell their own experiences. You may want to dig deeper, look around more. You may decide to put a number of the stories together as parts of a bigger presentation.

Leads for good community and individual success stories can come from reports, letters you get, surveys local people make and many other sources. You may be able to get local leaders and cooperating groups to help you look for stories and the facts behind them.

Ideas for Local Exhibits

Local exhibits and window displays can do much to help you round out a good rural preparedness information program. They can help you show that something can be done, motivate people to further study and action, tell them where they can get more information, and teach how-to-do-it.

Your county fair, field days, meetings, government buildings and hundreds of business windows and other locations offer many exhibit possibilities. You can get some exhibit material from defense officials and other sources. You'll probably find that the exhibits you plan locally will better help you involve local people and be more tuned and timed to the same messages you are putting out through other channels.

OTHERS CAN HELP

You have contact with many organizations, leaders, 4-H members and others who would take specific exhibit projects or join in a total exhibit effort. You may want to bring some of them together as a community exhibit committee.

You can give guidance and facts, but let the members "brainstorm." They may have very practical ideas, and they need to share in collecting materials, preparing the exhibit and being hosts when it is shown.

You will need to supply the basic facts and help the group fit the exhibit into the total community educational and action plan. First, you and the group must decide what audience the exhibit is to reach (rural, small town, youth, women, men, families, etc.) the size of the exhibit space, and the message you want to get to that audience.

The group will need to know how much county and other money is available for such exhibits, and the extent to which plans have to be made in terms of organization or business sponsorship. If lighted transparencies, flood lights, motors, or special background material are planned someone has to arrange for them.

THE A B C's

Whether the exhibit is intended to give information, to teach, or to promote, remember the ABC's: *A*—Single idea, *B*—Briefly shown, and *C*—Seen at a glance.

Limit the exhibit to a single idea, one the viewer can do something about. Decide what you want to viewer to do. Bring out about 4 major points pertaining to the single idea. Eliminate all phrases and words that do not directly add to the strength of the one idea.

Select a short, simple title or main caption to identify the exhibit and attract attention. It will do that if it:

1. Is addressed to the viewer—"You have a Job."
2. Asks for action—"Protect Your Family."
3. Is catchy—"Wake up and Live."

Put your material where people can see it; at least 30 inches off the floor and not higher than 96 inches. Have the main title lead into, not out of the exhibit. An arrow, a motion device or a strong color can help lead into the point of interest.

Actual objects, models, demonstrations, motion, lights or color can help pep up the exhibit. Photos, especially local ones, are good if they are large enough. Don't use photos smaller than 8 by 10 inches. Have them finished on dull, double weight paper, and mount them on heavy poster board.

Artwork can add a lot to an exhibit, but keep it simple, not fancy. Don't use photos or artwork just because they are pretty, unless they are needed to tell your story.

THAT PROFESSIONAL LOOK

If you use lettering for the caption and main points it should look professional. A few good, simple displays would be better than many poorly lettered skimpy ones.

It's advisable to have a sign painter do the lettering. But, if you can't afford a sign painter, you can use stick-on letters, lettering guides, or colored cord, rope or wire to form the letters. The letters must be large enough to be seen; 3 to 6 inches for the main title, 2 inches for subtitles, ½ to 1 inch for instructions.

A picture may be worth a thousand words, but it must have a caption for the viewer to get the meaning.

You can emphasize the main words in captions and titles by such devices as shifting from block letters to script. All capital lettering is suitable for titles, but subtitles and instructions are easier to read in lower case.

A good rule of thumb in selecting your colors is, use a neutral or pastel for your background, a stronger color to back or support your objects, and a brilliant color to attract attention to the message or point of interest.

Heavy cardboard, wallboard, plywood, pegboard or corrugated paper makes a good background. You will need a stapling gun, saw, hammer, nails, masking tape, spruce up paint, 3-inch furring strips for framing the background, and boxes or risers to support the objects to be exhibited.

Remember, the best exhibit will usually hold viewers no longer than *2 minutes*. Within that short time the exhibit must arouse interest, stimulate thinking and lead the viewer to do something.

Evaluate As You Go

"How are we doing?" is a question you constantly face, and one you often have to answer for cooperators, officials, reporters and others.

Whether the question is about a meeting, a news story, a series of visits, work with leaders, or total program results—you need to know.

Sure, you keep your eyes and ears open for audience reaction and results. But, when you stop to plan the next step and the methods you will use, you wish you had more of the facts than you can remember. When you sit down

to write that report, talk or story, you wish you had collected and recorded more of the key result facts you need to show that rural preparedness is an important, going program in your county.

There are many reasons why you should plan to evaluate as you go. There are many simple ways you and your cooperators can build evaluation into the program at each step along the way.

STRONGER PROGRAMS

Rural preparedness involves many farm and nonfarm audiences. As you plan the educational program, the next steps and needed adjustment, you need to know how different groups and communities feel, what they already know about fallout and survival practices.

Some agents depend on their own observations and memory. Others look to county extension advisory committees for help in deciding how the program is going. No doubt you do both, and still feel the need for occasional surveys and more specific evaluation efforts.

Advisory groups, local leaders and cooperating organizations can often be most helpful in developing, testing and making surveys to gather facts on attitudes and results. This serves a double purpose. It gives you a firm foundation on which to plan, and help the cooperators plan, a sound program. It also gives you a nucleus of well-informed leaders to help carry out the program.

CHOICE OF METHODS

You have the added advantage of asking leaders in the different ethnic, geographical area, farm, nonfarm, age, sex, and other groups to help with surveys and evaluation. The results should help you pinpoint the program more specifically to the needs and best possibilities for each specific audience.

When you base your program on such local evaluation facts you not only have a stronger program, you have a better chance to pick the methods best suited to reaching and helping each specific audience or group. You can pinpoint your message.

If it is awareness that needs to be stressed, you can repeatedly use the mass media and other methods that help create wide awareness and interest. Those who are more interested will want more detailed information through a publication, office call, meeting, or home visit.

As you use the different extension methods, you can also plan devices to help you measure their effectiveness.

You can offer a publication through radio, TV, or news media, and tabulate the requests. This can help you measure the effectiveness of your methods and show you what people are interested in. You can arrange for evaluation questions at meetings, on suggestion slips to be turned in, with special telephone surveys, and other ways.

REPORTING RESULTS

Knowing your audiences, the methods you have used to reach each of them, and the information each has received, it becomes relatively simple to determine how far each has progressed in developing family survival plans.

Your result reporting will be easier, more specific and more effective when you have such evaluation devices built into the program each step along the way.

You can have someone keep a record of the number of different publications and preparedness plan forms sent to people in the different areas and audience groups.

You need follow-through devices that let you know how these plans are being used and how many families have made or started preparedness plans. You need this information and good examples of successful planning and action in different problem areas.

You and the leaders concerned may need to plan some followup questions or surveys of random samples of the county audiences. This may also uncover some of your best success stories—valuable in further teaching and program planning as well as reporting.

THE FINISHED JOB

No job is finished until it is evaluated. Good evaluating helps you do the next step and next educational job better. Knowing how well we are doing is too important to trust to your memory. You need a definite plan for regularly recording the key activities, problems and results as they happen. Otherwise you are likely to show an incomplete and misleading picture that does not do justice to the program underway or provide the facts necessary to further plan and promote it.

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